

Differentiated Lesson Plan Template (Date:)

Standard: Outcome (verb plus specific content):	Theme/Big Idea/Unit: Essential Question: Materials: Days Long:		
Pre-Assessment or Formative Assessment: Data Used:	Differentiation Planned: (Check All That Apply) <input type="checkbox"/> Content <input type="checkbox"/> Process <input type="checkbox"/> Product <input type="checkbox"/> Grouping <input type="checkbox"/> Specific Strategy <input type="checkbox"/> Intervention <input type="checkbox"/> Anchor Activities <input type="checkbox"/> Other: _____		
Student Motivation (Activating Prior Knowledge, Grabber, Purpose): 			
Acquisition of Content & Processing – Formative Assessment too (whole group, drill, vocabulary, model, give examples, sequence of tasks, guided practice, V-A-K strategies, etc.): 			
Groups (objective, specific assessment or product, specific strategies, content used, process). Circle the type of grouping that you are planning: Tiered groups, compacted curriculum group, station groups, interest group, learning style or MI groups, anchor activity, enrichment, independent study group, other: _____.			
Assessment:	Assessment:	Assessment:	Assessment:
Closure (future data too): 		Homework: 	

DIFFERENTIATED LESSON PLAN GUIDE

To guide teachers in their creation of a differentiated lesson plan.

Keep in Mind:

- This template can be for a 1-3 day lesson. If it goes beyond 3 days, you probably need to make the objective more specific. Each day you are measuring whether or not students reached the outcome.
- This lesson plan is a thinking template for you. It can be used next year with changes of course.
- When grouping, place student names on a small sticky note (since the groups will change next year).
- We recommend that you type or write in pencil since it could be used next year with some changes.

"Before the Planning" Assumptions:

- Learning Profiles are in place and teachers use them to know their students better. Teachers plan with this information in mind.
- Structures and procedures are in place for successful group work (cooperative learning procedures).
- Teacher is familiar with unit, specific daily objectives that go along with the unit, and several powerful strategies that engage students.
- IEPs and 504s are references while planning.
- There is a positive, learning culture in place where students respect one another and their teacher, AND teachers respect the students.

1. Standard, Specific Outcome, Unit and Essential Question

QUESTIONS TO ASK:

- What do students need to Know, Understand, and be able to Do (KUD)?
- What are the standards I'm addressing and assessing in this lesson?
- Is there a guiding question or questions that might shape the study of this content?

STEPS TO TAKE:

- Objectives are 2-legged: verb plus specific content. Use Bloom's Taxonomy to select a higher-level verb that shows the level of processing. List the specific content that students will be learning. (Keep in mind that the objectives could change in the grouping section – same standard but a different level of processing could occur within the groups)

- ☐ Make sure ALL assessments show student mastery of the objective.
- ☐ List the theme, big idea, or unit along with an essential question that goes with the standard.

2. Pre-Assessment or Formative Assessment Results

QUESTIONS TO ASK:

- What type of pre-assessment might I use to find out what my students know about this topic? (Unit pre-assessment, short and quick pre-assessment, check for understanding)
- What background knowledge is missing among the class?
- How do I change the instruction based on these results?
- How should I group the students to maximize support for them?

STEPS TO TAKE:

- ☐ List the pre-assessment or formative assessment used in planning this lesson (unit pre-assessment, short and quick objective related, exit slips, clipboard observations, etc.).
- ☐ Use data to determine who got it, who didn't get it, who needs more practice, and levels of background knowledge.
- ☐ Use cumulative data (formative assessment from the previous day(s) to adjust pacing).

3. Differentiation Planned

QUESTIONS TO ASK:

- Which students will need additional support?
- How will I change the content, process, or product so that all students will be successful? (See list of examples within this packet.)
- What do I know about certain students that will help me meet their needs better?
- What strategies will I need for some students to help them be successful in reaching the objective?
- Will I use learning centers, contracts, inquiry, research, anchor activities or independent studies?
- How can I prepare reading materials for students so they can read at the independent level and comprehend the text?

- How will I group students so that I can maximize learning for each student?

STEPS TO TAKE:

- ☐ Check the boxes to denote specific plans to differentiate based on the data from the previous box. Come back to this box after thinking through the grouping and assessing section.

4. Student Motivation: Grabber

QUESTIONS TO ASK:

- What will grab students' attention and get them excited about the lesson?
- How will I make it fun, exciting, motivating, surprising and emotional? The more emotional it is, the more memorable it will be.

STEPS TO TAKE:

- ☐ Plan to use one of the following strategies from these big categories: Concrete object that goes along with topic (food, manipulative, artifact, picture, etc.); humorous items (cartoon, comic, riddle, funny picture or story); quick game, song, poem or rap; amazing fact; etc.

5. Student Motivation: Purpose

QUESTIONS TO ASK:

- How will I demonstrate the need to learn this concept or skill? How will students apply this information now and in the future?
- How does this concept or skill connect with what we have already learned?
- How does this topic fit into other topics or other lessons that have been taught? What is the big picture of today's lesson? What theme connects with this topic?

STEPS TO TAKE:

- ☐ Make sure every student knows what the purpose of the lesson is – the objective should be written and shared verbally in language that students understand. The purpose should be shared several times within the lesson. Make sure they know WHY they need to learn this objective. Students should be able to explain the purpose and relevance of the lesson when asked.

6. Student Motivation: Activating Prior Knowledge

QUESTIONS TO ASK:

- Do the students have the background knowledge for this lesson? What **MUST** they know before this lesson is taught?
- What do they already know about this topic and are there any misconceptions that I should fix immediately?
- How can I help students build on prior experiences?
- Have I primed the students' brains enough for this unit and lesson?

STEPS TO TAKE:

- ☐ Activate prior knowledge with short, quick strategies such as: Super Sleuth, Questions, book walk, KWL, IIQEE, etc.

7. Acquisition of Content & Processing (Including Assessment)

QUESTIONS TO ASK:

- How can I make this content relevant and emotional for the students so they will remember it?
- How will students engage personally with the content?
- Can the whole group master what I have within each chunk or do I need to divide the class into smaller groups for this teaching section?
- How will I respond when students are not "getting" the objective?
- How will I check for students' understanding?
- How will the content be acquired: students teaching students (jigsaw), Mini-Lesson, guest speaker, internet (WebQuest), video, small group experiences, demonstration, etc.?

STEPS TO TAKE:

- ☐ If reteaching, use different materials and strategies than those used for initial instruction.
- ☐ Reteach by using the child's dominant learning style.
- ☐ Teach key words, concepts, models, formulas and strategies.
- ☐ Model, explain, provide similes and metaphors, provide concrete examples, provide guided practice and checking for understanding.
- ☐ Make sure memory strategies are within this section.
- ☐ V-A-K – Visual, Auditory and Kinesthetic – all should be a part of the lesson.
- ☐ Make sure objective is referred to often.

- ☐ Create higher level questions that keep the focus on the objective.
- ☐ Provide step-by-step directions. Imagine I am preparing this lesson for a brand new teacher to teach soon. Write on scrap paper. Chunk similar steps.

8. Grouping Students

QUESTIONS TO ASK:

- Should I group students based on the data results from formative assessments and/or pre-assessments?
- What is the best way to group them so they can be successful with the objective?
- What assessments will be most appropriate for each group and will these assessments lead to mastery of the objective?
- Will the activities that each of the groups participate in be related to the objective and help them think critically and deeply?
- Are the activities engaging and meaningful?
- Will there be some choice within each group activity?

STEPS TO TAKE:

- ☐ Circle the type of grouping that you are planning: Tiered groups (readiness levels), compacted curriculum group (for those who showed mastery on unit pretest), station groups (random, heterogeneous groups), interest group, learning style or MI groups, anchor activity, enrichment, independent study group, other:
_____.
- ☐ Each group should have a specific objective, assessment (product), way of processing or thinking about the content, etc. Some of these may overlap.
- ☐ All students process by talking, writing, speaking, or doing what they just learned. This is a short reflection time. It can be individual, small groups, or large groups.
- ☐ List student names for each group on small sticky notes – place them on top of the group boxes. Remove later so that you can use the lesson next year (with some changes of course).

9. Formative Assessments (this can happen while acquiring the content in whole group or during each small group session)

QUESTIONS TO ASK:

- How do I know if the students are learning the objective?
- How will I change courses if students are not getting the objective? What strategies might I use? What materials might I use?
- How will I check for understanding and take action on what I observe?

STEPS TO TAKE:

- ☐ Prepare for how to check for understanding during acquisition of content (Product, Graphic Organizers, Writing, Discussion, Quiz, Performance, Presentation, Journal, Cruising Clipboard, etc.)
- ☐ Use rubrics or check-off sheets to assist in evaluation and grading.

10. Closure

QUESTIONS TO ASK:

- Can the students really show me one last time that they mastered the objective?
- What quick question or activity will I have for the closure for the students?
- Can students apply the learning?
- How will the closure results change the independent practice that I give the students?
- How will all of the students wrap up their learning from that day?

STEPS TO TAKE:

- ☐ Quick review of lesson done by teacher first and then ALL of the students participate in their closure of the lesson. Teacher gives students a prompt, math problem, etc. to respond to that is directly related to the objective for that day.
- ☐ Usually takes 3-5 minutes at the most.
- ☐ This is a great formative assessment for the teacher!
- ☐ All of the chunks should be processed together at this point.
- ☐ Ideas: Journaling, Discussion Spinner, Quick Draw, Simile Summary, Door Pass, 3-2-1, Think-Pair-Write-Share, Choice Reflections

11. Homework

QUESTIONS TO ASK:

- Which students need to continue practice on the standard?
- Which students would benefit from a different homework assignment?
- Will the homework be graded?
- Have I addressed my knowledge of students' learning profiles, multiple intelligences, interests, readiness, and home situation when assigning the homework?
- What will I do if some students do not do their homework?

STEPS TO TAKE:

- ☐ Assign homework that supports students' learning.
- ☐ Establish rules and guidelines for homework completion.
- ☐ Focus on "fair" rather than "equal".
- ☐ Make sure students know the "purpose" of the homework assignment.

12. Teacher Debrief

QUESTIONS TO ASK:

- What went well and what did not work well? Why?
- What will I do differently when I teach this lesson next time?
- What will I do tomorrow because of the observations I made about this lesson?
- What strategies will I need to use tomorrow?

STEPS TO TAKE:

- ☐ Write ideas on Post-It notes and put it in lesson plan sheet to refer to next year.
- ☐ Draw a line through anything not to be repeated next year to help streamline the planning process.

Teaching & Learning		
<p>What specific strategies will allow all students to master the outcome?</p> <ul style="list-style-type: none"> • Logical sequence and pacing of lesson components facilitate learning. • Opportunities are provided for modeling, guided practice and coaching. • Literacy skills are embedded to build student capacity. • Differentiation allows all students to progress towards mastery of the outcome. • Varying student groups facilitates learning. <p>How will you monitor for student understanding at checkpoints?</p> <ul style="list-style-type: none"> • Planned, tiered questions monitor student understanding. <p>How will the lesson be arranged to allow for review, re-teaching and acceleration?</p> <ul style="list-style-type: none"> • Students demonstrate and apply new learning in various ways. • Students practice their learning independently within the classroom. • Students express multiple perspectives, processes and ways of thinking. <p>How does the lesson ensure students are consistently involved and sustain interest?</p> <ul style="list-style-type: none"> • Students are clear about what they are learning. • Students share previous learning and personal connections with new content. • Students make connections within and beyond the content. • Students exhibit perseverance on challenging tasks. • Students' culture is a vehicle for learning. • Effective integration of technology supports student learning. <p>Which levels of cognitive demand will students exhibit?</p> <p>Remembering Understanding Applying Analyzing Evaluating Creating</p> <p>How are opportunities provided to practice and extend student learning through enrichment and/or home assignments?</p>		
Assessment & Closure		
<p>What evidence will determine student understanding of the outcome?</p> <p>How are the outcome, learning activities and assessment aligned in terms of levels of thinking?</p> <p>How will students reflect upon their learning and acquisition of the outcome?</p>		
Teacher Reflection		
<p>How did this lesson demonstrate:</p> <ul style="list-style-type: none"> • Rigor = Content Knowledge + High Expectations + Higher Order Thinking • Relevance = Background Knowledge + Connection • Quality Learning Environment = Relationships + Cultural Proficiency + Engagement? 		